Please check the examination details below before entering your candidate information

| Candidate surname | Other names |
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Centre Number

Learner Registration Number

**Pearson BTEC Level 3 Nationals Extended Certificate, Foundation Diploma, Diploma, Extended Diploma**

**Time** 1 hour 45 minutes

**Paper reference** **31597H**

# Children's Play, Learning and Development

## UNIT 1: Children's Development

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

## Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

*Turn over* ▶

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## SECTION A

**Answer ALL questions. Write your answers in the spaces provided.**

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**Read the following information and answer Question 1, which is based on this case study.**

Minh is 14 months old and he attends a day nursery.

The nursery resources include shape sorters, push-along toys and musical instruments such as tambourines and bells, to encourage active learning. Minh enjoys looking at picture books with his key person.

Minh's key person plays with him and encourages him to make marks with large crayons. When Minh is struggling, the key person helps him to hold the crayon and guides his hand to the paper. Once Minh can manage, the key person lets him do it on his own.

The nursery has a soft play area and Minh likes to crawl through the tunnel and hide in the tent to play peek-a-boo with his key person, which he repeats several times. Minh struggles to climb the steps on the slide. The key person helps him to climb up by telling him where to put his feet.

**1** (a) Identify which **one** term relates to physical development.

**(1)**

- ☒ **A** Basic reflexes
- ☒ **B** Self-concept
- ☒ **C** Listening skills
- ☒ **D** Problem solving

(b) List **three** resources provided by the nursery in the case study that encourage gross motor skills.

**(3)**

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(c) Describe **two** ways the nursery is using Bruner's modes of representation to support Minh's cognitive skills.

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(d) Discuss how the key person could use Vygotsky's theory to support Minh's physical development.

**(8)**

**(Total for Question 1 = 16 marks)**

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**QUESTION 2 BEGINS ON THE NEXT PAGE.**

**Read the following information and answer Question 2, which is based on this case study.**

Colleen is three years old and attends a childminder.

The childminder has organised a range of activities, including a book trolley, a sand tray with buckets and spades, stacking beakers, drawing pictures of flowers and a pretend home area.

Colleen likes to thread pasta onto string. She makes a necklace for a teddy bear, who she talks to as she plays and says the teddy bear likes the necklace. Another child says that he doesn't like teddy bears. Colleen is surprised and says that he must like teddy bears because everyone likes them.

The other children are older than Colleen and they are playing in the pretend home area kitchen, making and eating dinner. Colleen watches them and takes a spoon and plate and pretends to eat some food. The childminder joins in the play and washes up. Colleen then copies the childminder and washes up her plate.

**2** (a) Identify **one** activity in the case study that would promote Colleen's numeracy skills.

**(1)**

- ☒ **A** Playing with the teddy bear
- ☒ **B** Counting plates
- ☒ **C** Drawing pictures of flowers
- ☒ **D** Choosing books

(b) List **three** activities the childminder has provided that promote hand-eye coordination.

**(3)**

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(c) Describe **two** ways Bandura's theory could be seen in Colleen's play.

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(d) Discuss how Piaget's stages of learning theory is supporting Colleen's cognitive development.

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**(Total for Question 2 = 16 marks)**

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**QUESTION 3 BEGINS ON THE NEXT PAGE.**

**Read the following information and answer Question 3, which is based on this case study.**

Tendai is five and a half years old and is in Year 1 in school.

Tendai's family has recently arrived in the United Kingdom because his mother has a new job as a doctor working for the NHS. His mother speaks good English but Tendai only speaks a little. At home they use both languages.

The class teacher notices Tendai is good at building models and gives him praise when he builds them. The teacher puts one of Tendai's models of a truck on display, with a label explaining it. Tendai likes to look at books about transport.

When it is parents' evening, Tendai and his father are accompanied by a translator from a charity to help them communicate with the teacher. The teacher shows the model truck to Tendai's father.

During small-group sessions for mathematics, Tendai appears to listen carefully to the teacher and the other children, he does not say anything but is able to complete the activities.

**3** (a) Identify **two** ways the teacher is boosting Tendai's self-esteem.

**(2)**

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(b) Identify **two** ways Tendai's literacy is being promoted in the case study.

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(c) Describe **two** ways the teacher could use Chomsky's theory of language to support Tendai as he learns to communicate in English.

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(d) Discuss how Bronfenbrenner's bioecological theory influences Tendai's development.

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**(Total for Question 3 = 16 marks)**

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**QUESTION 4 BEGINS ON THE NEXT PAGE.**

**Read the following information and answer Question 4, which is based on this case study.**

Bella is two years old and she is going to stay at nursery for the first time.

Bella and her two mothers have visited the nursery twice and today Bella is being left there for a short while. When her parents leave, Bella starts to cry and reaches out for them.

The Early Years Educator shows Bella the building blocks and counts them as she builds a tower. Bella knocks it down and laughs. Bella then tries to build the tower herself and the Early Years Educator claps and says 'well done'.

The other children are gluing and sticking tissue paper onto sheep templates of different sizes, for a wall display.

Outside there is an activity happening where children are jumping into hoops, which are triangle, square and circle shapes. The Early Years Educator calls out the shape and the children have to jump into the shape. When they get it right, she smiles at them and gives them praise.

**4** (a) Identify **two** activities in the case study that are promoting mathematical development.

**(2)**

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(b) Identify **two** examples in the case study where fine motor skills are being promoted.

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(c) Explain **two** ways the Early Years Educator is using Skinner's theory to support mathematical development in the nursery.

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(d) Discuss how the Early Years Educator can use Bowlby's theory of attachment to support Bella's transition from home to nursery.

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**(Total for Question 4 = 16 marks)**

**TOTAL FOR SECTION A = 64 MARKS**

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**QUESTION 5 BEGINS ON THE NEXT PAGE.**

## SECTION B

**Answer ALL questions. Write your answers in the spaces provided.**

Green Bucket Nursery has children attending aged from 2–4 years of age.

It is planning to support the children to learn about their bodies and to help the children to manage their own self-care needs.

**5** Analyse why it is important that the nursery provides opportunities for children to learn about their bodies.

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**(Total for Question 5 = 12 marks)**

The staff at Pink Seashell Nursery are reviewing how to best implement a key person approach in the nursery.

They are looking at how it impacts on the children's development and the relationships the nursery has with parents and others.

**6** Evaluate the importance of the key person approach on children's overall development.

**(14)**

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**(Total for Question 6 = 14 marks)**

**TOTAL FOR SECTION B = 26 MARKS**
**TOTAL FOR PAPER = 90 MARKS**

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